

# **Basic FBA to BSP**

## **Trainer's Manual**

Sheldon Loman, Ph.D.  
Portland State University

M. Kathleen Strickland-Cohen, Ph.D.  
University of Oregon

Chris Borgmeier, Ph.D.  
Portland State University

Robert Horner, Ph.D.  
University of Oregon

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# Appendices

Basic FBA to BSP Participant's Guide

Appendix A

BSP Knowledge Assessments and Answer Keys

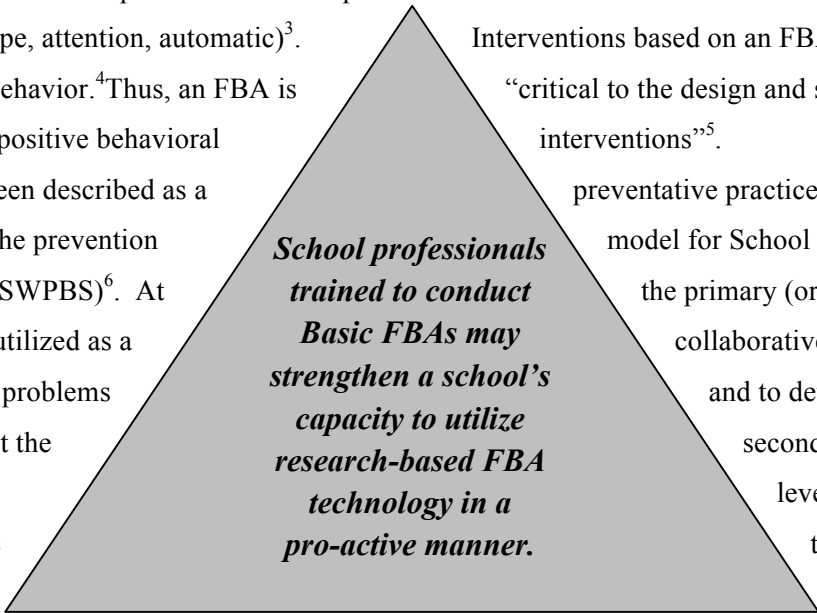
Appendix B

## ***Functional Behavioral Assessment and Positive Behavior Support***

Functional Behavioral Assessment has been recommended as an effective proactive technology that should be used at the first signs of misbehavior<sup>1</sup>. FBA has been established as a systematic, evidence-based process for assessing the relationship between a behavior and the context in which that behavior occurs<sup>2</sup>. A primary goal of FBA is to guide the development of effective positive interventions based on the function of the behavior (e.g., tangible, escape, attention, automatic)<sup>3</sup>.

change in student behavior.<sup>4</sup> Thus, an FBA is implementation of positive behavioral

FBA has been described as a the three levels of the prevention Behavior Support (SWPBS)<sup>6</sup>. At level, FBA can be utilized as a to predict common problems the school level. At the (group) prevention simple and realistic assessment and



***School professionals trained to conduct Basic FBAs may strengthen a school's capacity to utilize research-based FBA technology in a pro-active manner.***

Interventions based on an FBA result in significant “critical to the design and successful interventions”<sup>5</sup>.

preventative practice within schools across model for School wide Positive the primary (or universal) prevention collaborative school-wide practice and to develop interventions at secondary (or targeted level, FBA involves team-driven intervention

strategies aimed at students with mild to moderate behavior problems. Finally at the tertiary (or intensive) prevention level, FBA is considered a complex, time-consuming, and rigorous process focused on students with more chronic, intensive behavior problems for whom primary and secondary level interventions were unsuccessful. Students that exhibit serious problem behaviors in school (about 5% of school population) require an extensive FBA process led by an individual well-versed in behavioral principles (e.g., school psychologist, behavior specialist).

The logic behind the Basic FBA to BSP training resides with the idea that students that exhibit consistent minor problem behaviors (10-15% of the school population) benefit from basic and less intrusive FBA procedures that may be conducted by a school professional (e.g., counselor, administrator). Basic FBA presents and applies the FBA technology for use by school personnel in a proactive manner.

<sup>1</sup> Scott et al., 2003; Sugai et al., 2000.

<sup>2</sup> Blair, Umbreit, & Bos; 1999; Carr et al., 1999; Lee, Sugai, & Horner, 1999.

<sup>3</sup> Horner, 1994

<sup>4</sup> Carr et al., 1999; Ingram, Lewis-Palmer, & Sugai, 2005

<sup>5</sup> Watson & Steege, 2003, p.20

<sup>6</sup> Scott & Caron, 2005

***Purpose of this Trainer’s Manual***

This manual presents procedures to train school-based personnel to conduct “basic” functional behavioral assessments (FBA) and design function-based behavior support plans (BSP). “Basic FBA/BSP” training methods, as they are presented in this manual, are designed to **train school-based personnel with flexible roles in a school (i.e. personnel not directly responsible for providing regular instruction for students; e.g., classroom teachers).** The Basic FBA/BSP training methods are specifically **designed for use with students that exhibit consistent problems that are NOT dangerous and have not been adequately addressed through previous assessment and intervention.** For example, Basic FBA methods would be appropriate for a student who is calling other students names during academic instruction on a daily basis. However, the **Basic FBA/BSP methods would NOT be sufficient for use with a student who strikes others or engages in self-injurious behaviors during a number of routines throughout the school day.** For students that exhibit complex or dangerous behavioral problems school personnel should refer to a behavior specialist in their school or district who is trained to conduct FBA’s for students with more challenging behaviors.

Basic FBA/BSP methods may be <b><u>used with students who:</u></b>	Basic FBA/BSP methods are <b><u>NOT sufficient for use with students who:</u></b>
<p>Exhibit high frequency behaviors that are NOT dangerous (e.g., talking out, running, not following directions, not completing work)</p> <p>Exhibit behaviors that occur in 1 to 2 school routines (e.g., specific classrooms/activities, lunch, recess)</p> <p>Have received interventions that did not improve behavior</p>	<p>Exhibit dangerous behaviors (e.g., hitting, throwing objects, property destruction)</p> <p>Exhibits behaviors in 3 or more school routines.</p>

**Targeted Trainers & Trainees of Basic FBA to BSP**

The 7-hour training series contained within this manual is designed to be guided by district-level professionals well-versed in behavior analytic principles (e.g., school psychologists, behavior specialists) and the development and implementation of function-based support. The intended trainees for these materials are school-based personnel with flexible roles and job responsibilities that include providing Basic FBA/BSP for students with mild to moderate problem behaviors.

	Trainers of Basic FBA to BSP	Trainees of Basic FBA to BSP
Who:	<p>Individuals well-versed in conducting and training others to conduct FBAs and develop behavioral supports using FBA information</p> <p>Basic FBA to BSP Trainers should have:</p> <ul style="list-style-type: none"> <li>a) Extensive knowledge of basic behavioral principles and the development of function-based supports</li> <li>b) Conducted more than 10 formal FBAs for students with moderate to severe problem behaviors</li> <li>c) Led more than 10 individual student teams in developing formal behavior support plans for students with moderate to severe problem behaviors</li> </ul> <p><u>Examples:</u> School Psychologists, Behavior Specialists, Behavior Analysts</p>	<p>Individuals with a flexible role in their school or agency (i.e., allocated time to conduct interviews, observations, and planning with staff within their school or agency will be needed).</p> <p><u>Examples:</u> School counselors, administrators, special education teachers, support staff</p>
What:	Train individuals with flexible roles in schools or agencies to perform Basic FBAs to develop Basic BSPs	Participate in trainings on Basic FBA/BSP
How:	Use trainer’s materials and slides to facilitate 7 one-hour sessions and provide feedback to trainees on in-session and out-of-session activities	Participate in 7 one-hour sessions and complete in-session and out-of-session application activities.
Materials:	Trainer’s Manual which includes a description of each session, presentation slides, and pre-post training measures to assess participant knowledge	Participant’s Guide used to complete in-session and out-of-session application activities.

**\*Note:** Although the 7-part training series is designed to train the specific individuals within a school who will be asked to conduct FBA and lead BSP teams, Modules #1 and #4 (i.e., Defining & Understanding Behavior and Critical Features of Behavior Support Plans) are highly recommended for any and all school staff who work directly with students and may be asked to be a member of an FBA/BSP team.


## *Overview of Basic Functional Behavioral Assessment to Behavior Support Planning Training*


The Basic FBA to BSP training consists of **seven 1-hour training modules** guided by *this manual for trainers*. Materials for each of the 7 modules include PowerPoint slides and *Participant's Guides* that attendees will use to follow along with the trainer, take notes, and complete activities and checks for understanding.


### *Format of the Trainings*


Each of the seven training modules includes the 7 following elements:


 **Objectives:** Content and skills participants will learn during the module.


 **Review:** Review content from the previous modules.

 **Activities:** Practice opportunities to better understand content and develop skills.

 **Checks:** After new content has been taught and practiced, activities to check for understanding or identify points that need to be discussed and practiced further. This will be turned in at the end of each session for the trainer to review and provide feedback for participants. Also, this information should guide the review for the next session.

 **Key Points:** The main ideas from each module are presented.

 **Tasks:** Real life practice opportunities in your school with actual people and situations. Each training module asks participants to go back to their schools and use the skills that they learned that week.

 **Comments & Questions:** Due to the fast-paced nature of the trainings, participants are encouraged to write their comments & questions to provide to the trainer at the end of each session. The trainer then will address these questions at the beginning of the next session.

## **Frequently Asked Questions about the Basic FBA to BSP Training Series**

### ***What is different about the Basic FBA to BSP training modules as compared to other Trainings FBA/BSP trainings?***

The Basic FBA to BSP training modules are specifically to be used by district-level behavior support professionals to train school-based personnel to develop relatively simple individualized supports for students with mild to moderate problem behaviors. The rationale behind this training approach stems from the idea that while students exhibiting serious chronic problem behaviors may require a time and resource intensive BSP developed with help from an “expert” with extensive training in behavioral theory and BSP development, students who exhibit consistent mild to moderate behavior problems may do fine with a relatively simple behavioral support plan developed by a team of typical behavior support professionals. The goal of this training series is to increase the number of individuals within schools who can utilize effective, efficient behavioral supports to intervene at the first signs of persistent behavior problems.

### ***Why do we need to conduct FBA for students with mild to moderate problem behaviors? Isn't FBA only used for students on IEPs?***

The development of appropriate social behavior for students who exhibit challenging behavior is most likely when effective interventions are put into place early, before problematic patterns of behavior are strengthened (Horner et al., 2011). In accordance with the Response to Intervention (RTI; Sailor et al., 2009) logic and the three tiered SWPBS models being implemented in thousands of schools across the nation, functional behavior assessment can be viewed as more practical if it is simplified to enable professionals within a school to conduct FBA/BSPs for those students that require relatively simple individualized supports. Our hope is that by increasing the number of school professionals trained in Basic FBA/BSP for students with mild to moderate problem behavior we can strengthen school capacity to support students using evidence based practices in a proactive manner and decrease the number of students for which more complex and resource intensive supports are needed (Loman & Horner, 2012).



***Can we use this to training to teach staff to build plans for students with severe problem behaviors?***

These training modules have been designed specifically to teach typical school personnel to provide “basic” behavior support for students with mild to moderate problem behaviors. Although Basic FBAs and BSPs contain many of the same critical features as those of complex FBAs and BSPs, we do not recommend using these materials for training staff to conduct assessments or build plans for students exhibiting severe and/or dangerous problem behaviors.

***Why can't I conduct and FBA and build a BSP on my own? Why do I need a team?***

In order for behavior intervention strategies to be effectively implemented with fidelity within school contexts, plans must not only address the function of the problem behavior, but must also fit well with the people and environments where implementation occurs (Benazzi et al., 2006). A plan that considers: (a) the person for whom the plan is designed, (b) the skills, values and resources available to the plan implementers, and (c) the features of the environments and systems within which the plan will be implemented is defined as having good “contextual fit” (Albin, Lucyshyn, Horner, & Flannery, 1996). A team-developed behavior support plan that takes into account input from those who will be using the plan in natural settings is more likely to be implemented accurately and consistently.

***Why is the training broken up into different modules? Why can't we just do one all-day training?***

The training modules are specifically designed to be delivered in seven 1-hour chunks. It is recommended that you break the training up into different modules for several reasons, including:

- Professional development research demonstrates that participants learn best when information is presented in manageable chunks with opportunities to practice and opportunities to review previously learned material interspersed throughout the training (What Works Clearinghouse, 2007).
- This format allows training participants the opportunity to practice using the skills learned during the trainings in real-world situations and apply that knowledge to the activities presented in the next module. Additionally, time is built in at the beginning of each session to answer questions over material from previous sessions. During this time participants can discuss any barriers that they faced when implementing the techniques in school settings.

- Each of the training modules includes several practice activities and checks for understanding that are turned in to the trainer at the end of the session. The trainer is able to use the information gathered during each session to adjust his or her teaching during subsequent sessions.

***What is the purpose of the take-home activities and assessments?***

Again, it is important that participants have multiple opportunities to practice the skills that they are learning in their typical school contexts. It is also necessary for Trainers to have measures for evaluating the effectiveness of the trainings (i.e., the extent to which participants are gaining knowledge and skills as they move through the training series). Take-home activities and assessments allow both the participants and the Trainer a way to identify areas that may require further instruction during the trainings and/or coaching and feedback in school settings.

## **Module #1: Defining & Understanding Behavior\***

Module #1 provides an overview of basic behavioral concepts (e.g., antecedents, consequences, setting events) and lays the foundation for understanding the functional nature of behavior.

### **Recommended Participants:**

Module #1 is recommended for staff with flexible roles within a school/agency that will be responsible for conducting interviews, observations, and/or leading school/agency teams in Basic FBA to BSP

\* In addition, the material presented in Module 1 is suitable and highly recommended for **all school staff** working directly with students (e.g., classroom teachers, special education teachers, administrators, support staff), and particularly for those staff who are routinely part of the behavior support planning process.

### **Purpose/Objectives:**

Module #1 includes: a) an overview of the Basic FBA/BSP training series, and b) concepts, examples, and practice opportunities for participants to learn how to:

- 1) Define observable behaviors (the **WHAT** of an FBA)
- 2) Identify events that predict **WHEN & WHERE** the specific behavior occurs
- 3) Identify **WHY** a student engages in the specific behavior (the function of behavior).
- 4) Construct hypothesis statements that summarize the **WHAT, WHEN, WHERE, & WHY** of a student's behavior.

**Corresponding Participant Guide Pages:** 1.1 to 1.14

### **Materials Needed:**

**For Trainer:** PowerPoint slides, Participant's Guide (to model)

**For Each Participant:**

- Module #1 Participant's Guide
- PowerPoint slides handout (It is recommended that slide handouts be provided to participants at the end of each session, rather than at the beginning. Attendees are intended to follow along using the Participant's Guide.)

## **Directions for Facilitating Activities:**

### **Activity #1 (Page 1.2): Defining Behaviors**

**Time: 2-3 minutes**

#### **How to Facilitate:**

- A) Assign participants or participant groups one of the student examples (e.g., “Table 1, please provide an observable & measurable definition for Jeff’s behaviors. Table 2...Hailey....”).
- B) Quickly have them share out their responses
- C) Provide feedback to affirm or correct responses

### **Activity #2 (Page 1.3): Identifying Antecedents**

**Time: 2-3 minutes**

#### **How to Facilitate:**

**Scenario #1-** Give participants 1 minute to read the scenario and fill in the boxes provided. Review correct answer using PowerPoint slide.

**Scenario #2-** Read the example to participants and ask for verbal responses from participants. Review correct answer using PowerPoint slide.

### **Activity #3 (Page 1.4 & 1.5): Identifying Consequences/Outcomes**

**Time: 2-3 minutes**

#### **How to Facilitate:**

**Scenario #1-** Give participants 1 minute to read the scenario and fill in the boxes provided. Review correct answer using PowerPoint slide.

**Scenario #2-** Read the example to participants and ask for verbal responses from participants. Review correct answer using PowerPoint slide.

### **Activity #4 (Page 1.7 & 1.8): Identifying the Function from the ABC’s**

**Time: 4-5 minutes**

#### **How to Facilitate:**

**Scenario #1-** Give participants 1 minute to read the scenario and fill in the boxes provided. Review correct answer using PowerPoint slide.

**Scenario #2-** Give participants 1 minute to read the scenario and fill in the boxes provided. Review correct answer using PowerPoint slide.

**Scenario #3-** Read the example to participants and ask for verbal responses from participants. Review correct answer using PowerPoint slide.

**Activity # 5 (Page 1.10 & 1.11): Identifying the Setting Events**

**Time: 1-2 minutes**

**How to Facilitate:**

**Scenario #1-** Give participants 1 minute to read the scenario and fill in the boxes provided. Review correct answer using PowerPoint slide.

**Scenario #2-** Give participants 1 minute to read the scenario and fill in the boxes provided. Review correct answer using PowerPoint slide.

**Checks for Understanding: Pages 1.12 to 1.13**

**Time: 4-5 minutes**

**How to Facilitate:** Ask participants to complete and submit to the trainer before dismissal.

**Task for Module #1:** Participants define the ABC's for a student in their class.

## **Module #2: FBA: Conducting Interviews**

Module #2 focuses on teaching participants how to conduct FBA interviews. This second training module will briefly review content from the first module and provide instruction, modeling, and practice opportunities in conducting staff and student interviews using a modified version of the Functional Assessment Checklist for Teachers and Staff (FACTS; Borgmeier, 2005, modified from March et al., 2000). During this training, participants will also practice constructing behavioral summary statements using the information gathered through the interview process.

### **Recommended Participants:**

The information presented in Module #2 is recommended for staff with flexible roles within a school/agency that will be responsible for conducting interviews, observations, and/or leading school/agency teams in Basic FBA to BSP.

### **Purpose/Objectives:**

Participants will use the FACTS interviews with staff and students to specify:

- 1) Problem behaviors
- 2) Routines in which problem behaviors occur
- 3) Triggers or predictors of the problem behavior
- 4) Pay-off (Function) the behaviors have for the student.
- 5) Possible setting events.
- 6) Summary of behavior.

**Corresponding Participant Guide Pages: 2.1 to 2.22**

### **Materials Needed:**

**For Trainer:** PowerPoint slides, Participant's Guide (to model)

**For Each Participant:**

- Module #2 Participant's Guide
- PowerPoint slides handout (It is recommended that slide handouts be provided to participants at the end of each session, rather than at the beginning. Attendees are intended to follow along using the Participant's Guide.)

**Directions for Facilitating Activities:**

**Review Slides:** Spend 4-5 minutes guiding participants through review activities. Answer any questions from previous training.

**Activity #1 (page 2.6): Interviewing for Strengths and Routines**

**Time: 3-4 minutes**

**How to Facilitate:**

- A) Show participants the FACTS Part-A for Tracy (page 2.7).
- B) Orient participants to the script.
- C) Ensure that one partner completes the FACTS while the other reads the script.
- D) Show next slide to provide the correct answers and respond to any questions.

**Activity #2 (page 2.10): Interviewing for Priority, Frequency, & Duration**

**Time: 3-4 minutes**

**How to Facilitate:**

- A) Show participants the FACTS Part-A for Tracy (page 2.7).
- B) Orient participants to the script.
- C) Ensure that one partner completes the FACTS while the other reads the script.
- D) Show next slide to provide the correct answers and respond to any questions.

**Activity #3 (page 2.12): Interviewing for Antecedents**

**Time: 3-4 minutes**

**How to Facilitate:**

- A) Show participants the FACTS Part-B for Tracy (page 2.13).
- B) Orient participants to the script.
- C) Ensure that one partner completes the FACTS while the other reads the script.

D) Show next slide to provide the correct answers and respond to any questions.

**Activity #4 (page 2.15): Interviewing for Consequences & Setting Events**

**Time: 3-4 minutes**

**How to Facilitate:**

- A) Show participants the FACTS Part-B for Tracy (page 2.13).
- B) Orient participants to the script.
- C) Ensure that one partner completes the FACTS while the other reads the script.
- D) Show next slide to provide the correct answers and respond to any questions.

**Activity #5 (page 2.13): Summary of Behavior**

**Time: 3-4 minutes**

**How to Facilitate:**

- A) Show participants the FACTS Part-B for Tracy (page 2.13).
- B) Orient participants to copy information from top part of form to summary boxes.
- C) Ensure that one partner completes the FACTS while the other rates the accuracy of the statement.
- D) Show next slide to provide the correct answers and respond to any questions.

**Checks for Understanding: Pages 2.19 to 2.21**

**Time: 4-5 minutes**

**How to Facilitate:**

- A) Read slides for directions
- B) Show participants the FACTS Part-B for Shane (page 2.21).
- C) Ensure that one partner completes the FACTS while the other rates the accuracy of the statement.



D) Collect Checks for Understanding sheets from each participant.

**Task for Module #2:**

Participants are to conduct a practice FACTS with a staff member for a student at their school.

### **Module #3: FBA: Observing Behavior**

Module #3 focuses on directly observing student behavior in problem contexts in order to: a) verify the information gathered through the FBA interview process, and b) develop a final hypothesis statement to use in developing function-based interventions.

#### **Recommended Participants:**

Module #3 is recommended for staff with flexible roles within a school/agency that will be responsible for conducting interviews, observations, and leading school/agency teams in Basic FBA to BSP.

#### **Purpose/Objectives:**

The third training module will provide a brief overview of the previous trainings and provide instruction and practice opportunities for participants to:

- 1) Utilize information obtained from FACTS interviews to plan for observations.
- 2) Observe students within routines identified by the FACTS.
- 3) Observe to test the Summary of Behavior obtained from FACTS interviews.
- 4) Practice using ABC Recording Form to score student behavior in sample video clips.

**Corresponding Participant Guide Pages:** 3.1 to 3.24

#### **Materials Needed:**

**For Trainer:** Powerpoint slides, Participant's Guide (to model), video clips for Eddie, Tracy, & Shane

#### **For Each Participant:**

- Module #3 Participant's Guide
- PowerPoint slides handout (It is recommended that slide handouts be provided to participants at the end of each session, rather than at the beginning. Attendees are intended to follow along using the Participant's Guide.)

**Directions for Facilitating Activities:**

**Review Slides:** Spend 4-5 minutes guiding participants through review activities. Answer any questions from previous training.

**Activity #1 (page 3.3 to 3.5): Preparing the ABC Recording Form**

**Time: 2-3 minutes**

**How to Facilitate:**

- A) Show participants the completed FACTS form for Tracy (pg. 3.4)
- B) Prompt them complete the shaded top portion of the ABC Recording Form (pg. 3.5) using the information from the FACTS form for Tracy.
- C) Ask participants the questions at the bottom of pg. 3.3 and clarify responses.

**Activity #2 (page 3.9): Practice Observation for Eddie**

**Time: 3-4 minutes**

**How to Facilitate:**

- A) Play the video for Eddie (it is recommended to show the video twice)
- B) Prompt participants to review the completed observation of Eddie on pages 3.10 through 3.12

**Activity #3 (page 3.13): Practice Observation for Tracy**

**Time: 5-7 minutes**

**How to Facilitate:**

- A) Tell participants to turn to page 3.5 from their earlier activity.
- B) Prompt them to prepare for the observation letting them know that you will play the video twice for them.
- C) Play the video for Tracy (twice recommended)
- D) Review the completed observation for Tracy on pages 3.14 – 3.15

**Activity #4 (page 3.16): Preparing ABC Form for Shane**

**Time: 2-3 minutes**

**How to Facilitate:**

- A) Show participants the completed FACTS information for Shane (pg. 3.16)
- B) Prompt them complete the shaded top portion of the ABC Recording Form (pg. 3.17) using the information from the FACTS form for Shane.
- C) Ask participants the questions on page 54 and clarify responses.

**Activity #5 (page 3.18 to 3.20): Practice Observation for Shane**

**Time: 5-7 minutes**

**How to Facilitate:**

- A) Tell participants to turn back to the previous “Shane” activity.
- B) Prompt them to prepare for the observation letting them know that you will play the video twice for them.
- C) Play the video for Shane (twice recommended)
- D) Review the completed observation for Shane on pages 3.19 – 3.20

**Activity #6 (page 3.20): Completing Summary of Behavior Table for TRACY**

**Time: 3-4 minutes**

**How to Facilitate:**

- A) Prompt participants to complete the summary of behavior table (pg. 3.21) by using the summary from their interview (top of pg. 3.14) and ABC Observation (bottom of pg. 3.15).
- B) Encourage them to make a final summary statement using the information from their interview and observation.

**Checks for Understanding: Page 3.22**

**Time: 4-5 minutes**

**How to Facilitate:**

- A) Read slides for directions.

B) Ask participants to complete their answers in their packet.

C) Collect Checks for Understanding sheets from each participant.

**Task for Module #3:**

Participants are to complete an ABC Recording Form for a student at their school, preferably the same student for whom they did the FACTS interview for the previous week.

**Review of the First 3 Modules**

*At the end of module 3, it is recommended to review with participants the slides from the first 3 modules*

**How to Facilitate:** Present slides 50 to 71 taking responses from participants.

## **Module #4: Critical Features of Behavior Support Plans\***

Module #4 will provide a review of the first 3 training modules and provide instruction for participants to help individual student support teams in designing function-based positive behavior supports. An emphasis is placed here and throughout the training that behavior supports should be developed by a team consisted of those in the school that work closely with the student. No one person should ever develop a behavior support plan for a student, especially when someone else will be implementing the plan.

### **Recommended Participants:**

Module #4 is recommended for staff with flexible roles within a school/agency that will be responsible for conducting interviews, observations, and/or leading school/agency teams in Basic FBA to BSP

\* In addition, the material presented in Module 1 is suitable and highly recommended for **all school staff** working directly with students (e.g., classroom teachers, special education teachers, administrators, support staff), and particularly for those staff who are routinely part of the behavior support planning process.

**Corresponding Participant Guide Pages:** 4.1 to 4.13

### **Materials Needed:**

**For Trainer:** PowerPoint slides, Participant's Guide (to model)

#### **For Each Participant:**

- Module #4 Participant's Guide
- PowerPoint slides handout (It is recommended that slide handouts be provided to participants at the end of each session, rather than at the beginning. Attendees are intended to follow along using the Participant's Guide.)
- Pre-Test 1 & 2 (two-sided copy for each participant)

### ***Prior to Presenting Powerpoint & Formal Presentation:***

Ask each participant to complete both sides of Pre-test #1 & #2.

Have them submit these completed Pre-tests to you within 10 minutes

**Directions for Facilitating Activities:**

**Activity #1 (page 4.4): Identifying the Replacement Behavior For Morgan**

**Time: 1-2 minutes**

**How to Facilitate:**

- A) Orient participants to pre-test #1 Morgan
- B) Read them the summary statement from the slide
- C) Go through the choices and discuss why or why not a choice was made?
- D) Remind them that the replacement behaviors must serve the same function, be easier, and more socially acceptable than the problem behavior.

**\*NOTE:** *The rest of the practice activities for Module 4 (i.e., activities 2-6) will be completed using Pre-Test #2 for “Jordan” on page 4.5 in the Participant’s Guide.*

**Activity #2 (page 4.5): Identifying the Replacement Behavior For Jordan**

**Time: 1-2 minutes**

**How to Facilitate:**

- A) Orient participants to pre-test #1 Jordan
- B) Read them the summary statement from the slide
- C) Go through the choices and discuss why or why not a choice was made?
- D) Remind them that the replacement behaviors must serve the same function, be easier, and more socially acceptable than the problem behavior.

**Activity #3 (page 4.5): Teaching Replacement Behaviors**

**Time: 1-2 minutes**

**How to Facilitate:**

- A) Orient participants to pre-test #1 Jordan
- B) Read them the summary statement from the slide
- C) Go through the choices and discuss why or why not a choice was made?

D) Remind them that the replacement behaviors must serve the same function, be easier, and more socially acceptable than the problem behavior.

**Activity #4 (page 4.5): Identifying Prevention Interventions for Jordan**

**Time: 1-2 minutes**

**How to Facilitate:**

- A) Orient participants to pre-test #1 Jordan
- B) Read them the summary statement from the slide
- C) Go through the choices and discuss why or why not a choice was made?
- D) Remind them that the prevention intervention must directly address the antecedent & match the function.

**Activity #5 (page 4.5): Identifying Reinforcement Interventions for Jordan**

**Time: 1-2 minutes**

**How to Facilitate:**

- A) Orient participants to pre-test #1 Jordan
- B) Read them the summary statement from the slide
- C) Go through the choices and discuss why or why not a choice was made?
- D) Remind them that we should reinforce the replacement behaviors and desired behaviors (based on reasonable goals and timelines)

**Activity #6 (page 4.5): Redirecting Problem Behavior & Minimizing Pay-off**

**Time: 1-2 minutes**

**How to Facilitate:**

- A) Orient participants to pre-test #1 Jordan
- B) Read them the summary statement from the slide
- C) Go through the choices and discuss why or why not a choice was made?



D) Remind them that we respond to problem behaviors by redirecting the student to the replacement behavior AND ensuring that their problem behaviors do not provide them access to the pay-off (the function of their behavior)

**Checks for Understanding: Pages 4.8 to 4.9**

**Time: 10 minutes**

**How to Facilitate:**

- A) Have them complete the post-test #1 & #2 for Dexter & Quinn
- B) Collect completed Post-Tests

**Task for Module #4:**

School Team participants are to complete a competing behavior pathway and identify function-based interventions for a student using the BSP Form (Participant's Guide, Appendix E) to identify function-based interventions for the student from who they conducted the FBA interviews & observations.

## **Module #5: Building Behavior Support Plans from FBA Information**

Module #5 extends the information presented in the previous module around selecting appropriate function-based prevention, teaching, and consequence strategies. During this lesson, participants will have additional opportunities to practice selecting and identifying function-based alternative behaviors and behavior support strategies, and to view sample BSPs in order to identify missing and incorrect components.

### **Recommended Participants:**

The material presented in Module #5 is recommended for staff with flexible roles within a school/agency that will be responsible for conducting interviews, observations, and/or leading school/agency teams in Basic FBA to BSP.

### **Purpose/Objectives:**

After completing Module #5, it is expected that participating school personnel will be able to:

- 1) Explain the differences between the Alternative/Replacement Behavior and the Desired Behavior
- 2) Describe the different types of behavior support strategies/ interventions that must be included as part of the BSP
- 3) Discriminate between function-based and non-function-based teaching and antecedent strategies
- 4) Identify function-based strategies for rewarding replacement/desired behavior AND minimizing the payoff for problem behavior
- 5) Label missing and incorrect components, when provided with sample behavior support plans

**Corresponding Participant Guide Pages:** 5.1 to 5.19

### **Materials Needed:**

**For Trainer:** PowerPoint slides, Participant's Guide (to model)

**For Each Participant:**

- Module #5 Participant's Guide
- PowerPoint slides handout (It is recommended that slide handouts be provided to participants at the end of each session, rather than at the

beginning. Attendees are intended to follow along using the Participant's Guide.)

- Behavior Support Plan Knowledge Assessment (Version A)\*\*

**\*\* Behavior Support Plan Knowledge Assessment- Version A (Appendix B)**

*At the beginning of the Session 5, provide participating school staff with a copy of Version A of the Behavior Support Plan Knowledge Assessment. Briefly explain the different parts of the test (2-3 min) and let staff know that they will be asked to complete a similar assessment at the end of the Session 6.*

**Directions for Facilitating Activities:**

**Review Slides:** Spend 4-5 minutes guiding participants through review activities. Answer any questions from previous training.

**Activity #1 (Page 5.2): Identifying Function-based Alternative Behaviors**

**Time: 3-4 minutes**

**How to Facilitate:**

- A) Read the summary statement from the slide aloud to participants
- B) Give participants 2 minutes to write down an appropriate replacement behavior
- C) Call on one of the participants to provide their answer
- D) Provide feedback to affirm or correct responses
- E) Ask if there are any additional suggestions for replacement behaviors (if so, **repeat E**)

**Activity #2 (Page 5.5): Identifying Function-based Antecedent Strategies**

**Time: 3-5 minutes**

**How to Facilitate:**

- A) Give participants (alone or in pairs of two) 2 minutes to read the scenario and write down a function-based antecedent strategy.
- B) Call on one of the participants/pairs to provide their answer

- C) Provide feedback to affirm or correct responses and answer any questions
- D) Ask if there are any additional suggested antecedent strategies (**repeat C**)

**Activity #3 (Page 5.9): Identifying Function-based Reinforcement Strategies**

**Time: 3-5 minutes**

**How to Facilitate:**

- A) Give participants (alone or in pairs of two) 2-3 minutes to read the scenario and write down potential reinforcement strategies.
- B) Call on one of the participants/pairs to provide their answers
- C) Provide feedback to affirm or correct responses and answer any questions
- D) Ask if there are any other suggested reinforcement strategies (**repeat C**)

**Activity #4 (Page 5.10): Minimizing Reinforcement following Problem Behavior**

**Time: 3-5 minutes**

**How to Facilitate:**

- A) Give participants (alone or in pairs of two) 2-3 minutes to read the sample scenario and write down strategies for minimizing reinforcement for problem behavior.
- B) Call on one of the participants/pairs to provide their answers
- C) Provide feedback to affirm or correct responses and answer any questions
- D) Ask if there are any other suggested strategies (if so, **repeat C**)

**Checks for Understanding: Pages 5.12 to 5.16**

**Time: 5-8 minutes**

**How to Facilitate:** Ask participants to complete Checks #1 and #2, and submit to the trainer before dismissal.

**Check # 3:**

- A) Guide participants through the exercise for Example A, modeling how they will determine if the sample plan contains any missing or incorrect information
- B) Have participants complete Examples B and C on their own

**Note:** Depending on time, Check #3 can be used as a “take-home” assignment to be turned in at the beginning of the next session

After Checks are complete, quickly go over correct answers from slides.

**Task for Module #5:** Participants will use a sample summary statement to develop: a) a complete Competing Behavior Pathway, and b) appropriate prevention, teaching, and consequence strategies.

## **Module #6: Implementation & Evaluation Planning**

Module #6 stresses the importance of implementation and evaluation planning as part of the BSP development process. Participants are provided with examples and opportunities to practice: a) developing implementation plans from sample BSP strategies, b) writing short- and long-term student goals, and c) selecting appropriate student target behaviors to track for progress monitoring. This module also includes a discussion of the importance of considering and assessing the extent to which BSP strategies are a good “fit” with the values, skills, and resources available to the implementers.

### **Recommended Participants:**

Module #6 is recommended for staff with flexible roles within a school/agency that will be responsible for conducting interviews, observations, and/or leading school/agency teams in Basic FBA to BSP.

### **Purpose/Objectives:**

Upon completion of Module #6, it is expected that participating school personnel will be able to:

- 1) Explain the meaning and importance of “Contextual Fit”
- 2) Describe the essential components of implementation plans
- 3) Define the necessary components of evaluation plans and provide examples of appropriate short- and long-term goals
- 4) Describe data collection procedures that would be used to track implementation fidelity and student progress when provided with a sample BSP

**Corresponding Participant Guide Pages:** 6.1 to 6.21

### **Materials Needed:**

**For Trainer:** PowerPoint slides, Participant’s Guide (to model)

**For Each Participant:**

- Module #6 Participant’s Guide
- PowerPoint slides handout (It is recommended that slide handouts be provided to participants at the end of each session, rather than at the beginning. Attendees are intended to follow along using the Participant’s Guide.)
- Behavior Support Plan Knowledge Assessment (Version B)\*\*

**\*\* Behavior Support Plan Knowledge Assessment- Version B (Appendix B)**

**Directions for Facilitating Activities:**

**Review Slides:** Spend 4-5 minutes guiding participants through review activities. Answer any questions from previous training.

**Activity #1 (Page 6.6 & 6.7): Developing an Implementation Plan**

**Time: 5-7 minutes**

**How to Facilitate:**

- A) Ask participants to work in pairs for 3-5 minutes to develop an implementation plan for Jim (template pg. 6.7)
- B) Use the example plan on the following slide to talk through example implementation items for preventive strategies.
- C) Ask participant pairs to quickly share any additional suggestions for preventive strategies, along with their suggestions for implementation items for teaching and consequence strategies
- D) Provide feedback to affirm or correct responses, and answer questions

**Activity #2 (Page 6.9): Writing Sample Goals**

**Time: 5-8 minutes**

**How to Facilitate:**

- A) Give participants (alone or in pairs) 3-5 minutes to read the scenario and create sample goals
- B) Call on different participants/pairs to share example short-term, intermediate and long-term goals
- C) Provide feedback to affirm or correct responses, answer questions, and ask for additional participant suggestions

**Activity #3 (Page 6.13 & 6.14): Identifying Target Behaviors for Progress Monitoring**

**Time: 5-7 minutes**

**How to Facilitate:**

- A) Give participants 2-3 minutes to look over the sample behavior support strategies and identify the specific behaviors that they would collect data on
- B) Call on participants to share their responses and provide feedback to affirm or correct responses
- C) Ask participants to expand on their answers by discussing how (i.e., what methods they might use) to collect data on the identified target behaviors

**Checks for Understanding: Pages 6.16 to 6.17 & The BSP Knowledge Assessment (Version B)**

**Checks #1 & #2: 2-3 minutes**

**How to Facilitate:** Ask participants to complete and submit to the trainer before dismissal.

**Check #3: THE BSP KNOWLEDGE ASSESSMENT, 20 min\***

**How to Facilitate:** Ask participants to complete and submit to the trainer before dismissal.

**Task for Module #6:** Participants will use information from sample BSP to develop: a) and implementation plan, b) an evaluation plan, and c) a sample data collection form for tracking student progress.



## **Module #7: Leading a Team through the Behavior Support Planning Process**

Module #7 focuses on the role of the Team Leader and team members throughout the BSP development process. Participating school staff (i.e., Team Leaders) will learn about specific behaviors that they will engage in before, during, and after leading a BSP team, and will be provided with the opportunity to practice leading a BSP team (using sample FBA data) while receiving coaching and feedback.

### **Recommended Participants:**

The material presented in Module #7 is recommended for staff with flexible roles within a school/agency that will be responsible for conducting interviews, observations, and/or leading school/agency teams in Basic FBA to BSP.

### **Purpose/Objectives:**

By the end of Module #7, participating school staff will be able to:

- 1) Explain the role of BSP Team Leader and team members in support plan development
- 2) Identify the specific activities that the team leader will engage in before, during, and after the team-based BSP development process
- 3) Describe the process for conducting and products that should result from a Plan Review Meeting
- 4) Lead a “team” of professionals through the process of developing a sample BSP

**Corresponding Participant Guide Pages:** 7.1 to 7.15

### **Materials Needed:**

**For Trainer:** PowerPoint slides, Participant’s Guide (to model)

**For Each Participant:**

- Module #7 Participant’s Guide

- PowerPoint slides handout (It is recommended that slide handouts be provided to participants at the end of each session, rather than at the beginning. Attendees are intended to follow along using the Participant’s Guide.)

**Directions for Facilitating Activities:**

**Review Slides:** Spend 4-5 minutes guiding participants through review activities. Answer any questions from previous training.

**Checks for Understanding: Pages 7.10 to 7.14**

**Check #1 and #2** (page 7.10):

**Time: 2-3 minutes**

**How to Facilitate:** Give participants 1-2 minutes to read the questions and fill in the blanks provided. Review correct answer using PowerPoint slides.

**Check #3** (page 7.11 – 7.14):

During this final training session, a third of the session is set aside for Check for Understanding #3 (i.e., the final culminating activity) during which participants use sample summary statements to build mock student plans.

**Time: 20-25 minutes**

**How to Facilitate:**

A) Divide participants into “teams” of 3-4. Assign, or let the groups choose between, the sample scenarios provided on page 7.11.

B) Instruct participants to rotate the role of team leader across BSP development tasks (e.g., one participant can lead the team in completing the Competing Behavior Pathway, another can lead the team in selecting prevention strategies).

C) Circulate between the groups, answer questions, ask team members to describe the techniques and strategies that they have decided to use, and provide modeling and feedback as needed. **(This is the Trainer’s opportunity to assess the participants’ skills as “Team Leaders” and to provide timely feedback. Therefore, when training large groups, it is recommended that more than one trainer is present to help with this activity.)**

**Task for Module #7:** After completing all 7 modules, participants will have the task of leading a team of professionals at their respective schools in the development of a complete BSP for a student with mild to moderate problem behavior. It is recommended that

participants identify a student requiring a BSP within two weeks of completing the training to avoid too much time passing between the training and practice of newly acquired skills.

### **The Continuing Role of the District-Level Trainer/Coach**

After completing the trainings, the role of the Trainer will be to follow-up with participating Team Leaders to: a) ensure that they are utilizing the skills learned to build plans for students with mild to moderate problem behaviors requiring individualized supports, and b) provide coaching and feedback for participating Team Leaders as they continue to gain fluency with the skills and techniques learned in the trainings.

# **Appendix A**

## **Participant's Guide**

# **Appendix B**

## **BSP Knowledge Assessments & Answer Keys**